



GOAL 2 | LESSON PLAN | ELEMENTARY

1861: The Country Goes to War

GRADES: Elementary

APPROXIMATE LENGTH OF TIME: 55 minutes

GOAL: Students will be able to describe the state of the nation and sequence the first events of the Civil War.

OBJECTIVES:

1. Students will be able to create a timeline of events from the election of Lincoln to the First Battle of Manassas.
2. Students will be able to complete a map identifying the Southern states, Northern states, and border states.
3. Students will be able to read and summarize portions of Abraham Lincoln's and Jefferson Davis's first inaugural addresses.

COMMON CORE:

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NCSS STANDARDS FOR SOCIAL STUDIES:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance
- 10—Civics, Ideals, and Practices

MATERIALS:

1. The Country Goes to War PowerPoint
2. Timeline Activity Sheet
3. Blank Map of the U.S. in 1860
4. Labeled Map of U.S. in 1860 (for teacher use)
5. Presidential Inaugural Addresses

PROCEDURE:

Print out the PowerPoint with notes prior to class. There are notes included with the slides that can be on the printed slides but won't be seen by your students during the presentation.

Activity 1

1. Using *The Country Goes to War PowerPoint*, review events leading up to the bombardment of Fort Sumter.
2. Have students complete the *Timeline Activity Sheet*, filling in events as they appear in the PowerPoint.

Activity 2

1. Using the *Blank Map of the U.S. in 1860*, project the blank map for classroom viewing.
2. Hand out the *Blank Map of U.S. in 1860*.
3. As a group, color the Union states blue, the Confederate states grey, and the border states green.
4. Draw in or highlight major physical features such as the Mississippi River and the Appalachian Mountain Range.

CLOSURE:

1. Hand out the *Presidential Inaugural Addresses* to each student.
2. Read through the excerpts as a class.
3. Go over the questions as a group, and have students answer independently or as a group.






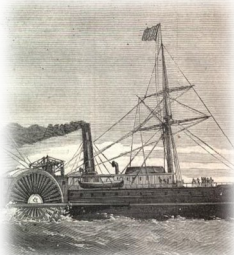
ASSESSMENT IN THIS LESSON:

1. A completed timeline of the events leading up to the Civil War.
2. The presidential inaugural addresses have been read and summarized and the related questions are answered.



Timeline Activity Sheet

Cut out the pictures and text. Then glue the pictures and text in the correct order on the timeline of events leading up to the Civil War.

		
		
South Carolina secedes		
Lincoln elected president of the United States		
Shots fired at Fort Sumter		
Shots fired at the <i>Star of the West</i>		
Jefferson Davis chosen as president of the Confederate States of America		
The Confederate Constitution is approved		



Presidential Inaugural Addresses

Excerpt from the Inaugural Address of Abraham Lincoln, President of the United States of America

March 4, 1861



In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to "preserve, protect, and defend it."

Excerpt from the Inaugural Address of Jefferson Davis, President of the Confederate States of America

February 18, 1861



I enter upon the duties of the office to which I have been chosen with the hope that the beginning of our career as a Confederacy may not be obstructed by hostile opposition to our enjoyment of the separate existence and independence which we have asserted, and, with the blessing of Providence, intend to maintain. Our present condition, achieved in a manner unprecedented in the history of nations, illustrates the American idea that governments rest upon the consent of the governed, and that it is the right of the people to alter or abolish governments whenever they become destructive of the ends for which they were established.



1. What do both men seem to want? Peace or War? Provide evidence.

2. The speeches were given in what months?

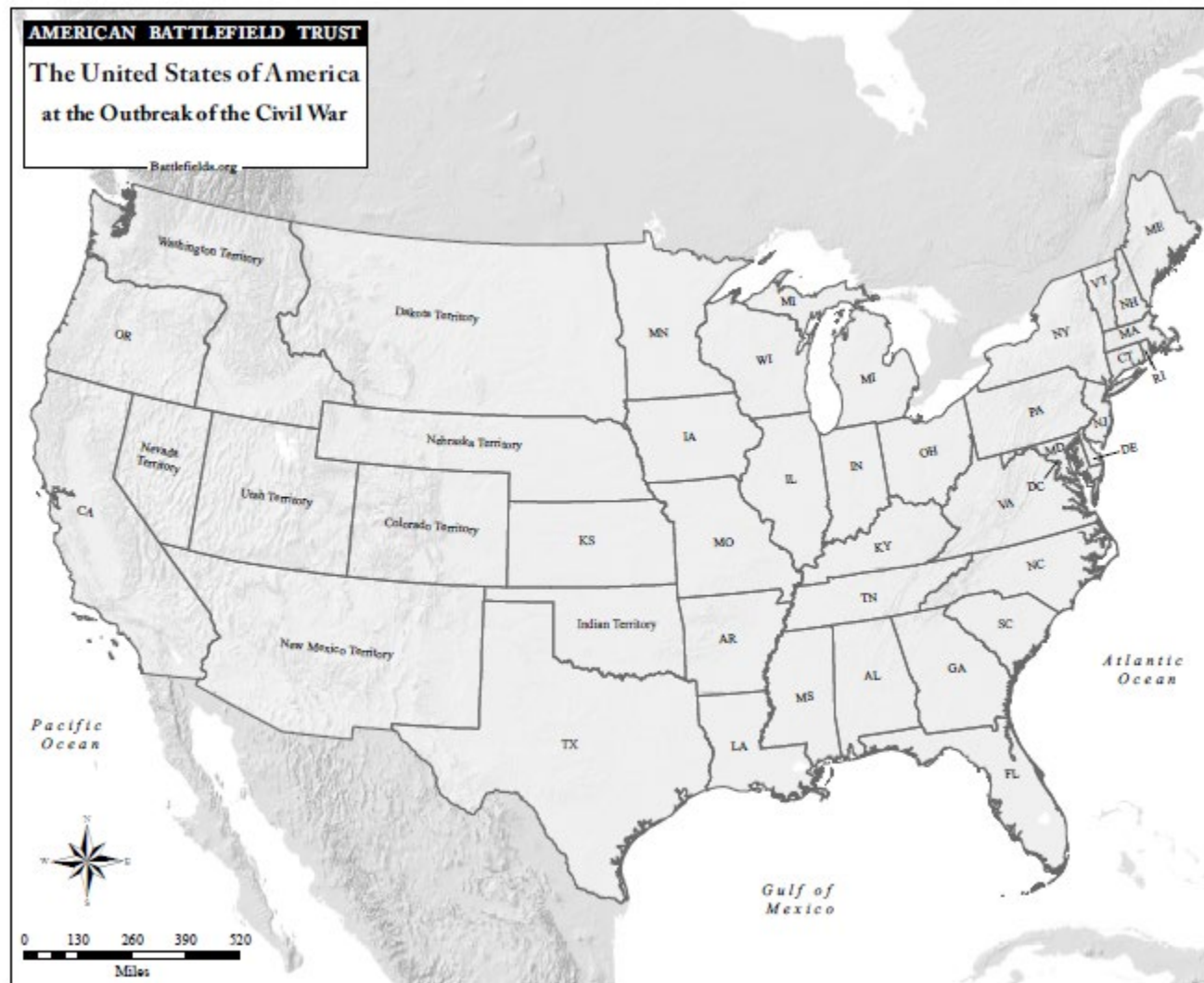
3. On April 12, 1861 the first shots of the Civil War are fired at Fort Sumter off the shore of Charleston, South Carolina. Who occupied (was located in) the fort?

4. Why would this upset the people of South Carolina? Who were the aggressors in this situation? The US or the Confederacy? Explain your answer.



1860 US Map Worksheet

Name: _____
Date: _____





Labeled U.S. 1860 Map

Name: _____
Date: _____

